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ABSTRACT

Representing Miami-Dade Community College's (MDCC) mandated report to the state on accountability efforts, this document provides discussions and tables related to statewide accountability measures, providing local data and comparisons to statewide outcomes where possible. The following measures are addressed: high school graduate enrollment by ethnicity; status of Associate of Arts (AA) and Associate of Science (AS) degree seekers after 4 years; AA degree transfers to state universities; licensure pass rates; vocational program placement; trends in students needing college preparatory courses and outcomes after 2 years; and passing rates for the College-Level Skills Assessment Test. Data tables included for each measure provide definitions of the measures, data on outcomes, a five-year target, and a list of activities to meet the target. Highlighted data include the following: (1) 70% of the 1990-91 Hispanic graduates from Dade County high schools enrolled in MDCC the following year; (2) from fall 1989 through summer 1993, 87% of AA degree seekers were successful and 75% were retained over the 4-year period; (3) for AS seekers in the same period, 87% were successful and 70% were retained; (4) 86% of transfers to the state university system in 1991-92 earned grade point averages of 2.0 or better their first year; (5) almost 90% of students required to take licensure examinations in 1991-92 passed them; (6) from 1989-92, M-DCC had a job placement rate of 92% to 95% in vocational programs; and (7) 70% of the students entering M-DCC in fall 1990 tested as deficient in one or more areas compared to 48% for the rest of the state's community colleges. (KP)

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Research Report No. 94-08R

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Institutional Research

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Miami-Dade Community College

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ACCOUNTABILITY AT MIAMI-DADE COMMUNITY COLLEGE: A REPORT TO THE STATE

Research Report No. 94-08R

May 1994

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INSTITUTIONAL RESEARCH

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Accountability at Miami-Dade Community College:
A Report to the State

"Accountability" has become a watchword in Florida in the past few years, just as it has elsewhere around the country. In Florida, it took the form of state legislation passed in 1991 which affected public schools, community colleges, and the State University System. The legislation (Chapter 91-55, Laws of Florida, section 240.324) required "the development and implementation of a management and accountability process that systematically improves and evaluates the quality and efficiency of the State Community College System including the development of performance measures." The legislation required that the community college accountability plan address the following issues:

1. Graduation rates of associate in arts and associate in science degree-seeking students compared to first-time enrolled students seeking the associate degree.

2. Minority student enrollment and retention rates.

3. Student performance, including student performance rates on the College Level Academic Skills Test (CLAST), mean grade point average (GPA) for community college A.A. transfer students, and community college student performance on state licensure examinations.

4. Job placement rates of community college vocational students.

5. Student progression by admission status and program.

Measures were developed and operationalized by a statewide committee which included representation from community college institutional research offices. The eventual goal was to generate data for the measures from state data files. However, a draft report was due in August of 1993 prior to the availability of state-level data for all measures. Therefore, each community college sent a report that included some data produced at the state level and some generated locally. This report presents Miami-Dade Community College's (M-DCC) accountability efforts and compares our data to state data where possible. There is at least one table for each measure. Each table includes a definition of the measure, data, a five-year target, and a list of activities to meet the

target. These are preliminary results and targets, however, and all areas will be reassessed in 1994.

Measure 1, Part 1: Prior Year High School Graduates Enrollment Report by Ethnicity

The purpose of this measure is to compare the ethnic composition of the prior year's high school graduating class to the next year's community college enrollment of first-time-in-college students. Note that during the 1991-92 year, M-DCC drew 51% of Dade County public high school graduates; other community colleges averaged only 36%.

By ethnicity, M-DCC has been particularly successful in drawing Hispanic students; 70% of the prior year Hispanic graduates enrolled at M-DCC during the following year. Black and White non-Hispanics have a lower draw – 35% and 37% respectively. In all cases, however, M-DCC draws a higher percentage of its high school graduating class than other colleges in the state, particularly for minorities.

Differences in the ethnic composition of Dade County and M-DCC can also be seen by doing some further calculations using data provided in the table. In Dade County, 22% of the public high school graduates and 16% of the community college enrollees are White non-Hispanic. In the rest of the state, however, 74% of public high school graduates and 78% of community college enrollees are White non-Hispanic.

Measure 1, Parts 2 and 3: Status of A.A. and A.S. Degree-Seekers After Four Years

The purpose of this measure is to look at how successful each institution is at retaining and moving its degree-seekers towards meeting their educational goals. Unlike prior data produced by M-DCC, the starting group is limited to students who have already earned 18 college-level credits. "Success" is measured by combining the percentages who graduated, remained enrolled with satisfactory GPAs (2.0 or better), or left with satisfactory GPAs. "Retention" is measured by combining the percentages who graduated or who remained enrolled, whatever their GPAs. Since the state had not yet been able to produce these data, M-DCC provided its own.

Success and retention rates were similar for full-time and part-time A.A. degree-seekers; about 87% were successful and 75% were retained over the four-year period. The components making up the success rate were very different, however, for the two groups. After four years, 39% of the full-timers had graduated compared to 25% of the part-timers. (See Table 1A.)

Success rates for A.S. degree-seekers were also about 87% for both full-time and part-time enrollees, but the retention rate was lower (70%). This is because 26% of full-time A.S. degree-seekers had left with satisfactory GPAs compared to only 19% of full-time A.A. degree-seekers. This may be the population referred to as "marketable skills leavers" -- students who get a job without finishing the A.S. degree. The combined graduation rate for full- and part-time A.S. students was 21% compared to 35% for A.A. degree-seekers. (See Table 1B.)

Colleges were also asked to produce these results by ethnicity. Table 2A displays the results for A.A. degree-seekers. Overall, White non-Hispanic and Hispanic students had the highest success rates -- 91% and 88% respectively. Black non-Hispanic students had an 80% success rate. White and Black non-Hispanic students had the lowest retention rates of the major ethnic groups -- 69% and 73% respectively. Black non-Hispanics were the least likely to have graduated after four years (24%) and the most likely to be still enrolled (49%). White non-Hispanic students were the group most likely to have left with satisfactory GPAs (26%).

Results for A.S. degree-seekers are similar to the A.A. results for the success measure. However, for the retention measure, Black non-Hispanics had the highest retention rate of the major ethnic groups (75%), with 49% still enrolled after 4 years. White non-Hispanics showed the lowest retention rate at less than 60%. This is due to fully 35% leaving with a satisfactory GPA.

Measure 2: Associate in Arts Degree Transfers to the State University System

The purpose of this measure is to evaluate the success of A.A. graduates in the State University System (SUS) the year after they graduated from the community college using grade point average (GPA) as the measure of success. The GPA thus includes only credits attempted at the university, and excludes credits from the A.A. degree.

Overall, M-DCC was in line with statewide data. About 86% of transfers earned GPAs of 2.0 or better their first year in the SUS. By ethnic group, there was only a five percentage point spread between the three major groups. Black non-Hispanics from M-DCC outperformed other Blacks from elsewhere in the state with 83% earning GPAs of 2.0 or better compared to 79% statewide. Local and statewide figures were comparable for White non-Hispanic and Hispanic graduates. It should be noted that 78% of the statewide first-year Hispanic transfers in the SUS and 27% of the Black non-Hispanic transfers came from M-DCC. By comparison, M-DCC accounted for only 6% of White non-Hispanics. Overall, M-DCC accounted for 18% of the new A.A. graduate enrollment in the State University System.

Measure 3, Part 1: Licensure Pass Rates

The purpose of this measure is to assess program success in preparing students to work in their chosen fields when licensure is required. Many programs require passing a state licensure examination before certification. At Miami-Dade, the two biggest programs requiring certification are Emergency Medical Technician (EMT) and Registered Nurse (RN). Overall, almost 90% of the Miami-Dade students required to take licensure examinations pass them. In every area, at least 80% of the test takers pass.

Miami-Dade exceeded state passing rates in three areas: Paramedic, Emergency Medical Technician, and Fire Fighter. Miami-Dade pass rates were similar to state pass rates for Dental Hygienist. In the area of Funeral Director/Embalmer, the Miami-Dade rate was identical to the state's since the College prepares all funeral directors statewide. College pass rates fell below those for the state in the areas of Physical Therapist Assistant, Registered Nurse and Respiratory Care Technician.

Measure 3, Part 2: Vocational Program Placement

This measure provides placement rates for all vocational programs. Graduates are considered "placed" if they are hired in-field, continue their education, or enlist in the military. Overall, M-DCC has had a placement rate of 92% to 95% for the past three years. These figures are well above the required state placement rate of 70% for each program. Statewide data were not yet available.

Measure 4, Part 1: College Preparatory Success

The purpose of this measure is to provide data on the extent to which first-time-in-college students need and complete college preparatory work. Students are counted as having successfully completed their college preparatory work if they pass the highest level college preparatory course in the area in which they tested as deficient using state-level cutscores.

At M-DCC, 70% of the new students tested as deficient in one or more areas, while at other community colleges around the state this figure was 48%. The mathematics test was hardest for students to pass. At M-DCC, 54% failed this test compared to 35% elsewhere. In reading and writing, the percentage failing at M-DCC was 42% and 37% respectively, while at other colleges the figures were 20% and 23%.

In spite of the fact that M-DCC had more students who tested as deficient, the College had a higher percentage passing their college preparatory work than at other community colleges around the state. The differences shown on the table are exaggerated because the state included M-DCC's grade of "progress" in calculating completion rates. Removing these grades drops success rates to about 65% for reading and writing and 55% for mathematics. These figures are still better than elsewhere around the state, but the differences are not as dramatic.

Measure 4, Part 2

The second part of the college preparatory accountability data takes successful college preparatory completers and follows their progress for another two years. This

measure is comparable to Measure 1, Parts 2 and 3, in that both groups must have completed 18 college credits within four years to be included. In addition, however, this group must complete college preparatory work. Again, for this measure, the state was not yet able to provide information. M-DCC had to supply its own, and there is no comparative data by which to judge our success.

The success rate (as previously defined) was highest for mathematics completers--76% compared to 63% for reading and writing completers. This finding was due to greater percentages of both graduates (21%) and those who were still enrolled with a satisfactory GPA (39% of the total) for mathematics completers.

Measure 5

The purpose of this measure is to assess progress in completing the CLAST requirement. CLAST passing rates are calculated by selecting all students in the prior year who had completed 60 college-level credits and who had taken the CLAST at least once. From this group, CLAST passing rates are calculated.

The accompanying table shows passing rates on each of the four subtests in the 80-percent range for M-DCC and 90-percent range elsewhere in the state. At M-DCC, the essay had the highest passing rate (89%) and mathematics had the lowest (84%). This was also true elsewhere around the state with essay passing rates of 97% and mathematics passing rates of 93%. The pass-all-four rate for M-DCC was 74% compared to 88% when M-DCC was excluded from state calculations.

One of the interesting findings to emerge from this set of data was how great a contribution M-DCC makes to the number of CLAST passers compared to the size of its enrollment. For those who passed all four subtests, 24% came from M-DCC. Yet M-DCC typically accounts for 18% of the enrollment system-wide. These data provide an indicator that M-DCC eventually shepherds a higher percentage of its enrollees through the CLAST requirements than other institutions.

Summary and Conclusions

The accountability legislation has provided the first opportunity for M-DCC to compare itself with other community colleges around the state. Based on this data, we can conclude that M-DCC:

- does a good job of drawing minorities to the College.
- provides much of the minority enrollment in the community college system.
- produces A.A. graduates who are able to compete in the State University System.
- provides most of the upper division minority enrollment of new A.A. graduates.
- has licensure passing rates that exceed those statewide in three areas and fall below in three areas.
- has a much higher percentage needing college preparatory work upon entry to college than elsewhere around the state.
- gets more students through their college preparatory work than elsewhere.
- produces more CLAST passers than would be expected from the size of its enrollment even though passing rates are lower.

In other areas, state comparisons were not yet possible and locally provided data were presented alone. In these areas, it was found that M-DCC has:

- success rates of about 87% for both A.A. and A.S. degree-seekers, whether they were full-time or part-time enrollees.
- higher success rates for Hispanic and White non-Hispanic students than for Black non-Hispanics (about 90% vs. 80%).
- a placement rate of 92% to 95% for A.S. graduates over the past three years.
- success rates that were higher for college preparatory mathematics completers (76%) compared to college preparatory reading and writing completers (63%).

Further conclusions will be possible as succeeding years of data are available and as more state comparisons are provided.

Measure 1, Part 1
Prior Year High School Graduates
Enrollment Report
By Ethnicity

Definition: Number and percent by ethnic group of 1991-92 first-time-in-college students who graduated from high school the prior year compared to the 1990-91 high school graduation class.

	Ethnicity						
	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Other	Total
Dade County (M-DCC)							
Number of High School Graduates	2,924	4,183	5,919	279	2	0	13,307
Number of First-Time-In-College Students	1,092	1,450	4,165	133	8	0	6,848
Percent Draw	37%	35%	70%	48%	-	-	51%
Statewide							
Number of High School Graduates	57,847	17,632	9,610	1,962	168	0	87,419
Number of First-Time-In-College Students	21,641	4,940	5,778	787	150	29	33,325
Percent Draw	37%	28%	60%	40%	89%	-	38%
State Without Dade County							
Number of High School Graduates	54,923	13,649	3,691	1,683	166	0	74,112
Number of First-Time-In-College Students	20,549	3,490	1,613	654	142	29	26,477
Percent Draw	37%	26%	44%	39%	86%	-	36%

Report Baseline: 1991-92

Target for 1996-97: Maintain current performance in the face of increased FIU draw.

Activities: Develop closer working relationships with the public schools to improve articulation and transfer; Implement the Tech-Prep Program in partnership with the schools; Support the recruiting efforts of the Black Student Opportunity Program and the Hispanic Student Opportunity Program.

Source: Division of Community Colleges.

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Measure 1, Parts 2 and 3

Status After Four Years
Associate in Arts and Associate in Science Degree-Seeking Students

Definition: Status after four years of first-time-in-college Associate in Arts and Associate in Science degree-seekers, who earned 18 college-level credits.
Report baseline is Fall 1989 through Summer 1993.

Table 1A

Status After Four Years
Associate in Arts Degree-Seeking Students

	Full-Time/Part-Time Students					
	Full-Time		Part-Time		Total	
Status	Number	Percent	Number	Percent	Number	Percent
Graduated	1,136	38.7%	284	25.3%	1,420	35.0%
Enrolled/GPA OK	881	30.0%	492	43.8%	1,373	33.8%
Left/GPA OK	556	18.9%	205	18.2%	761	18.7%
Enrolled/Low GPA	189	6.4%	89	7.9%	278	6.8%
Left/Low GPA	175	6.0%	54	4.8%	229	5.6%
Total	2,937	100.0%	1,124	100.0%	4,061	100.0%
Success:	2,573	87.6%	981	87.3%	3,554	87.5%
Retention:	2,206	75.1%	865	77.0%	3,071	75.6%

Target for 1998: Improve retention in A.A. programs by 10% and maintain current success levels given acceptable changes in the CLAST.

Table 1B

Status After Four Years
Associate in Science Degree-Seeking Students

	Full-Time/Part-Time Students					
	Full-Time		Part-Time		Total	
Status	Number	Percent	Number	Percent	Number	Percent
Graduated	106	22.7%	51	19.1%	157	21.4%
Enrolled/GPA OK	177	37.9%	136	50.9%	313	42.6%
Left/GPA OK	122	26.1%	46	17.2%	168	22.9%
Enrolled/Low GPA	28	6.0%	16	6.0%	44	6.0%
Left/Low GPA	34	7.3%	18	6.7%	52	7.1%
Total	467	100.0%	267	100.0%	734	100.0%
Success:	405	86.7%	233	87.3%	638	86.9%
Retention:	311	66.6%	203	76.0%	514	70.0%

Target for 1998: Improve retention for full-timers to 70% and graduation to 25%.

Source: SAS Analysis of M-DCC files.

Measure 1, Parts 2 and 3

Table 2A

Status After Four Years
Associate in Arts Degree-Seeking Students

	Ethnicity									
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
Status	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduated	345	37.6%	144	23.8%	897	36.7%	34	35.1%	1,420	35.0%
Enrolled/GPA OK	247	26.9%	227	37.6%	873	35.7%	26	26.8%	1,373	33.8%
Left/GPA OK	238	26.0%	110	18.2%	389	15.9%	24	24.7%	761	18.7%
Enrolled/Low GPA	41	4.5%	68	11.3%	163	6.7%	6	6.2%	278	6.8%
Left/Low GPA	46	5.0%	55	9.1%	121	5.0%	7	7.2%	229	5.6%
Total	917	100.0%	604	100.0%	2,443	100.0%	97	100.0%	4,061	100.0%
Success:	830	90.5%	481	79.6%	2,159	88.4%	84	86.6%	3,554	87.5%
Retention:	633	69.0%	439	72.7%	1,933	79.1%	66	68.0%	3,071	75.6%

Target for 1998: Improve graduation success by 10% if CLAST is changed. Otherwise, success rates will drop by 20%.

Table 2B

Status After Four Years
Associate in Science Degree-Seeking Students

	Ethnicity									
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
Status	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduated	25	26.3%	54	25.8%	72	17.5%	6	33.3%	157	21.4%
Enrolled/GPA OK	26	27.4%	84	40.2%	195	47.3%	8	44.4%	313	42.6%
Left/GPA OK	33	34.7%	36	17.2%	97	23.5%	2	11.1%	168	22.9%
Enrolled/Low GPA	5	5.3%	18	8.6%	20	4.9%	1	5.6%	44	6.0%
Left/Low GPA	6	6.3%	17	8.1%	28	6.8%	1	5.6%	52	7.1%
Total	95	100.0%	209	100.0%	412	100.0%	18	100.0%	734	100.0%
Success:	84	88.4%	174	83.3%	364	88.3%	16	88.9%	638	86.9%
Retention:	56	58.9%	156	74.6%	287	69.7%	15	83.3%	514	70.0%

Target for 1998: Maintain current performance.

Activities: Work on implementation of CLAST modification proposal; Strengthen student counseling and retention initiatives; Implement tutorial study labs in every department; Institute on-campus day care facilities; Emphasize the special needs of Black and Hispanic students in all of the above activities.

Source: SAS Analysis of M-DCC files.

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Measure 2

Associate in Arts Degree Transfers to the State University System

Definition: GPAs for 1990-91 Associate in Arts graduates who enrolled in the State University System in 1991-92.

Ethnicity	Grade Point Average (GPA) Number in Group	Percent Above 2.0	Percent Above 3.0
Miami-Dade Community College			
White Non-Hispanic	458	87.77	47.16
Black Non-Hispanic	135	82.96	35.56
Hispanic	1,000	85.30	38.10
Other	41	90.24	34.15
Total Group	1,634	85.92	40.39
Statewide			
White Non-Hispanic	7,033	87.59	45.56
Black Non-Hispanic	495	78.79	32.73
Hispanic	1,286	85.07	37.64
Other	254	83.46	33.86
Total Group	9,068	86.63	43.57

Baseline: 1991-92 State University System Enrollees.

Target for 1996-97: Maintain current performance.

Activities: Continue articulation initiative recently undertaken between M-DCC and the SUS.

Source: Division of Community Colleges.

Measure 3, Part 1

Licensure Pass Rate

Definition: Licensure pass rates for first-time and repeat test takers by program and exam. Limited to graduates who tested.

Title	State Test Takers	State Pass Rate	M-DCC Test Takers	M-DCC Pass Rate
Dental Hygienist	264	91.7%	45	91.1%
Emergency Medical Technician	3,164	86.0%	272	96.0%
Fire Fighter	624	85.0%	95	94.0%
Funeral Director/Embalmer	21	85.7%	21	85.7%
Paramedic	692	81.0%	55	86.0%
Physical Therapist Assistant	125	95.2%	49	87.8%
Registered Nurse	2,571	92.2%	267	82.8%
Respiratory Care Technician	164	90.9%	20	80.0%
Total	7,625	88.0%	824	89.0%

Licensure Test Period: 7/91 - 6/92.

Baseline: 1991-92.

Target for 1996-97: Improve Nursing performance to 88% and Respiratory Care. performance to 85%. Maintain performance in other areas.

Activities: Reduce class size in nursing through budget reallocations; Conduct program evaluations and feedback to improve student success.

Source: Division of Community Colleges 1991-92.

Measure 3, Part 2
State Vocational Program Placement

Definition: Number and percentage of completers and leavers placed according to a state-level match provided by FETPIP. Students are considered "placed" if they are found the following year to be (1) continuing their education in a Florida community college or state university, (2) working in a field related to their education, or (3) in the military.

ONLY PROXY DATA AVAILABLE: The major difference between the current proxy data and the accountability data is that current processes allow local institutions to augment state results with information from inspection of job titles, student surveys, and reports from program managers. Therefore, when the accountability process is implemented, the placement rates will drop.

Miami-Dade Community College
Placement of Associate in Science Graduates

	Graduation Years								
	1991-92			1990-91			1989-90		
Program Title	Number of Grads*	Number in Pool*	Percent Placed	Number of Grads*	Number in Pool*	Percent Placed	Number of Grads*	Number in Pool*	Percent Placed
Air Conditioning Engineering Technology	2	1	100	5	1	100	2	0	0
Architectural Design and Construction	1	1	100	2	2	50	4	4	75
Automotive Service Management	0	0	0	0	0	0	0	0	0
Aviation Administration	0	0	0	0	0	0	0	0	0
Aviation Maintenance Management	26	23	78	21	13	92	15	11	91
Building Construction Technology	2	2	100	7	5	80	5	4	100
Business Administration and Management	57	38	87	67	57	89	44	28	82
Child Development and Education	62	56	95	56	46	91	46	38	87
Civil Engineering Technology-General	0	0	0	4	3	100	1	1	100
Computer Information Systems Analysis	29	24	87	32	25	80	44	35	83
Computer Integrated Manufacturing	4	4	100	1	1	100	1	1	100
Court Reporting	6	6	83	3	1	100	3	2	100
Criminal Justice Technology	19	13	92	10	10	100	7	6	83
Dental Hygiene	46	39	97	35	33	100	37	30	100
Dental Technology	0	0	0	2	2	50	1	1	100
Dietetic Technician-Nutrition Care	6	4	100	3	3	100	6	5	100
Drafting & Design	0	0	0	1	1	0	0	0	0
Electric Power Generation	1	1	0	0	0	0	0	0	0
Electroencephalographic Technology	0	0	0	1	1	0	4	4	75
Electronics Technology	52	42	95	48	45	96	54	42	90
Emergency Medical Services	13	13	100	6	6	100	6	6	100
Fashion Marketing Management	13	6	83	15	8	50	7	4	100
Film Production	5	3	100	2	2	100	0	0	0
Financial Services	6	5	100	11	9	44	5	4	100
Fire Science Technology	39	37	97	27	27	100	24	23	100
Funeral Service Education	22	18	94	18	18	100	23	22	100

*Pool excludes non-resident aliens and graduates who could not be found.

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Measure 3, Part 2
State Vocational Program Placement
(continued)

Miami-Dade Community College
Placement of Associate in Science Graduates

Program Title	Graduation Years 1991-92 Number of Grads*	1991-92 Number in Pool*	1991-92 Percent Placed	1990-91 Number of Grads*	1990-91 Number in Pool*	1990-91 Percent Placed	1989-90 Number of Grads*	1989-90 Number in Pool*	1989-90 Percent Placed
Graphic Arts Technology	5	4	75	8	8	75	2	1	100
Graphic Design Technology	8	8	88	14	12	92	9	7	86
Health Care Management - Aggregate	0	0	0	0	0	0	0	0	0
Hospitality Management	0	0	0	3	2	100	5	3	100
Industrial Management Technology	0	0	0	0	0	0	0	0	0
Interior Design Technology	10	8	88	26	19	53	21	18	100
Interpreter Training for Hearing Impaired	1	0	0	1	1	100	5	4	100
Land Surveying	0	0	0	2	1	100	2	2	100
Landscape Technology	0	0	0	0	0	0	0	0	0
Legal Assisting	43	36	78	53	46	89	28	25	88
Medical Record Technology	8	4	75	6	6	100	12	11	91
Medical Laboratory Technology	15	14	100	23	18	100	20	15	93
Nursing - Aggregate	290	256	99	211	185	98	257	221	99
Office Systems Technology	44	37	95	49	45	96	61	50	98
Photographic Technology	8	4	75	6	6	100	6	6	83
Physical Therapist Assistant Technology	43	35	100	39	35	100	42	40	100
Postal Management	2	0	0	4	3	100	1	0	0
Professional Piloting Technology	53	29	72	54	41	88	45	34	100
Radiation Therapy Technology	6	2	50	0	0	0	0	0	0
Radio & TV Broadcasting - Aggregate	18	6	33	17	12	83	14	10	70
Radiography	18	13	100	22	21	90	28	24	100
Respiratory Therapy Technology	18	15	100	11	9	100	12	11	100
Travel and Tourism Management	27	20	100	31	23	78	25	20	80
Vision Care Technology/Opticianry	30	21	90	26	22	95	29	24	88
Total	1,056	848	92	982	834	92	963	797	95

*Pool excludes non-resident aliens and graduates who could not be found.

Target for 1996-97: Maintain current performance.

Activities: Conduct a survey of the business community on their upcoming needs and perceptions of M-DCC graduates; Redouble data-gathering efforts to ensure the placement rates are complete and accurate.

Source: M-DCC AA-2 Report

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Measure 4, Part 1

College Preparatory Success Report For
Cohort Tracking of First-Time-In-College (FTIC) Degree-Seeking Students
(Fall Term 1990)

Definition: First-time-in-college students who tested and failed an entry-level test (ELT), enrolled in any level of college preparatory work, and received a passing grade in the highest level over a two-year period.

	FTIC Degree Seeking Students Taking An ELT	Failed Entry-Level Test		Failed Entry-Level Test			College Preparatory Reading			College Preparatory Writing			College Preparatory Math		
		Number	Percent	Reading	Writing	Math	Number Enrollment Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrollment Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrollment Any Level	Number Pass Highest Level	Percent Pass Highest Level
M-DCC	6,908	4,833	69.96%	2,890	2,563	3,763	2,112	1,624	76.89%	2,081	1,691	81.26%	2,942	1,803	61.28%
Statewide	35,037	18,444	52.64%	8,573	9,100	13,609	5,455	3,670	67.28%	6,721	4,624	68.80%	9,892	5,160	52.16%
State Without M-DCC	28,129	13,611	48.39%	5,683	6,537	9,846	3,343	2,046	61.20%	4,640	2,933	63.21%	6,950	3,357	48.30%

Note: Data provided by the state count students as completers who have actually received a grade of "progress." Removing this group drops success rates to about 85% for reading and writing, and 55% for mathematics.

Baseline: Fall 1990 - Summer 1992.

Target for Summer 1997: Increase success rates by 5% in each area.

Activities: Offer an alternative computerized instructional software system for all areas of college preparatory and ESL through M-DCC's Synergy Project.

Source: Division of Community Colleges.

Measure 4, Part 2

Success of College Preparatory Completers Status After 4 Years Since Initial Enrollment
By Cohort Year and Ethnicity

Fall 1987 Cohort

Status	Ethnic Category: Black Non-Hispanic Number	Black Non-Hispanic Percent	White Non-Hispanic Number	White Non-Hispanic Percent	Hispanic Number	Hispanic Percent	Other Number	Other Percent	Total Number	Total Percent
Completed College Preparatory Work in Reading										
Graduated	29	10.9%	13	11.2%	85	18.0%	5	26.3%	132	15.1%
Enrolled GPA OK	72	27.1%	25	21.6%	186	39.3%	4	21.1%	287	32.8%
Left/GPA OK	43	16.2%	26	22.4%	55	11.6%	4	21.1%	128	14.6%
Success*	**144**	**54.1%**	**64**	**55.2%**	**326**	**68.9%**	**13**	**68.4%**	**547**	**62.6%**
Enrolled/Low GPA	50	18.8%	19	16.4%	67	14.2%	2	10.5%	138	15.8%
Left/Low GPA	72	27.1%	33	28.4%	80	16.9%	4	21.1%	189	21.6%
Total	266	100.0%	116	100.0%	473	100.0%	19	100.0%	874	100.0%
Completed College Preparatory Work in Writing										
Graduated	27	11.1%	29	17.0%	89	15.8%	6	30.0%	151	15.1%
Enrolled GPA OK	66	27.0%	46	26.9%	205	36.4%	4	20.0%	321	32.2%
Left/GPA OK	49	20.1%	33	19.3%	75	13.3%	4	20.0%	161	16.1%
Success*	**142**	**58.2%**	**108**	**63.2%**	**369**	**65.6%**	**14**	**70.0%**	**633**	**63.4%**
Enrolled/Low GPA	45	18.4%	20	11.7%	78	13.9%	2	10.0%	145	14.5%
Left/Low GPA	57	23.4%	43	25.1%	116	20.6%	4	20.0%	220	22.0%
Total	244	100.0%	171	100.0%	563	100.0%	20	100.0%	998	100.0%
Completed College Preparatory Work in Mathematics										
Graduated	26	13.4%	64	23.4%	147	22.7%	3	25.0%	240	21.3%
Enrolled GPA OK	78	40.2%	86	31.4%	272	41.9%	3	25.0%	439	38.9%
Left/GPA OK	36	18.6%	70	25.5%	74	11.4%	3	25.0%	183	16.2%
Success*	**140**	**72.2%**	**220**	**80.3%**	**493**	**76.0%**	**9**	**75.0%**	**862**	**76.4%**
Enrolled/Low GPA	29	14.9%	16	5.8%	82	12.6%	0	0.0%	127	11.2%
Left/Low GPA	25	12.9%	38	13.9%	74	11.4%	3	25.0%	140	12.4%
Total	194	100.0%	274	100.0%	649	100.0%	12	100.0%	1,129	100.0%

* Graduated, still enrolled with GPA OK or left/GPA OK.

Source: SAS Analysis of M-DCC files.

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Measure 8

CLAST Performance Report
For Students Who Have Accumulated 60 or More Credits

Definition: Students with 60 college-level credits who have taken the CLAST.

	Subtests														
	Essay			Mathematics			Reading			English Language Skills			All Subtests		
	Number Tested	Percent Passed	Number Passed	Number Tested	Percent Passed	Number Passed	Number Tested	Percent Passed	Number Passed	Number Tested	Percent Passed	Number Passed	Number Tested	Percent Passed	Number Passed
M-DCC	11,636	89.45%	10,408	11,641	83.69%	9,742	11,649	85.09%	9,912	11,651	84.88%	9,889	11,623	73.54%	8,548
Statewide	42,542	95.15%	40,479	42,550	90.46%	38,491	42,567	91.80%	38,949	42,567	91.77%	39,084	42,517	83.75%	35,606
State Without M-DCC	30,907	97.30%	30,071	30,909	93.01%	28,749	30,918	93.92%	29,037	30,916	94.37%	29,175	30,894	87.59%	27,060

Data Note: Any reference to college preparatory results is deleted since the data do not truly capture all students who had (or completed) college preparatory work. It should also be noted that students included in this table may not have completed 60 college-level credits, only 60 credits.

Baseline: Students who completed 60 credits during 1991-92.

Target for 1996-97: Improve pass-all-four-rates by 10% if acceptable modifications are made to the CLAST. Otherwise, pass-all-four-rates will decline by 20%.

Activities: Work on implementation of CLAST modification proposal; Improve advisement and counseling process for potential test takers; Continue recently implemented CLAST prescription process; Evaluate courses directly related to the CLAST.

Source: Division of Community Colleges.